

# Measuring Status and Change in NAEP Inclusion Rates of Students With Disabilities

## MISSOURI Fact Sheet

### Key terms for tables and figures

**Benchmark:** a predicted inclusion rate for a state computed from the probability of inclusion of each student in that state based on the student's disability characteristics.

**Nation-based approach:** uses national averages to set benchmark inclusion rates for each type of student.

**Jurisdiction-specific approach:** uses averages in each jurisdiction to set benchmark inclusion rates for each type of student for that jurisdiction.

**Status:** the inclusiveness of a state or jurisdiction is measured by the difference between its actual inclusion rate and its nation-based benchmark inclusion rate in a given year.

**Change:** measured by change over time in the difference between a state's actual and benchmark inclusion rate. If a state is 1 point above its benchmark for inclusion in 2007 and 5 points above its benchmark in 2009 (and that change, 4 points, is statistically significant from zero) it is said to have become more inclusive from 2007 to 2009.

For additional information, refer to the report and documentation at:

<http://nces.ed.gov/nationsreportcard/studies/inclusion/>.

**Table 1. Nation-based change measures for the inclusion of public school students with disabilities who are not English language learners in Missouri: 2005-07, 2007-09, and 2005-09**

Mathematics Grade 4			
	2005	2007	2009
Actual inclusion rate	87.2	76.6	82.6
Benchmark inclusion rate	81.9	82.2	82.0
Status	5.3	-5.6	0.6
Change: 2005-07, 2007-09		-11.0*	6.2*
Change: 2005-09			-4.7

Reading Grade 4			
	2005	2007	2009
Actual inclusion rate	55.8	78.9	78.2
Benchmark inclusion rate	62.9	74.7	72.4
Status	-7.1	4.2	5.8
Change: 2005-07, 2007-09		11.3*	1.7
Change: 2005-09			13.0*

Mathematics Grade 8			
	2005	2007	2009
Actual inclusion rate	72.5	65.4	74.6
Benchmark inclusion rate	71.9	73.4	79.1
Status	0.6	-8.0	-4.5
Change: 2005-07, 2007-09		-8.6*	3.5
Change: 2005-09			-5.1

Reading Grade 8			
	2005	2007	2009
Actual inclusion rate	49.5	76.1	76.5
Benchmark inclusion rate	61.8	73.3	74.1
Status	-12.3	2.8	2.4
Change: 2005-07, 2007-09		15.1*	-0.4
Change: 2005-09			14.7*

\* Statistically different from zero ( $p < .05$ )

NOTE: A supporting table containing the information in this exhibit can be found at <http://nces.ed.gov/nationsreportcard/studies/inclusion/table1.asp>

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 2005, 2007, and 2009 Mathematics and Reading Assessments.

**Table 2. Jurisdiction-specific change measure for the inclusion of public school students with disabilities who are not English language learners in Missouri: 2005-07, 2007-09, and 2005-09**

Mathematics Grade 4			
	2005-07	2007-09	2005-09
Change	-10.9*	5.6	-5.4

Mathematics Grade 8			
	2005-07	2007-09	2005-09
Change	-8.4	1.5	-6.9

Reading Grade 4			
	2005-07	2007-09	2005-09
Change	9.8	3.7	13.5*

Reading Grade 8			
	2005-07	2007-09	2005-09
Change	13.0*	-1.4	11.6

\* Statistically different from zero ( $p < .05$ )

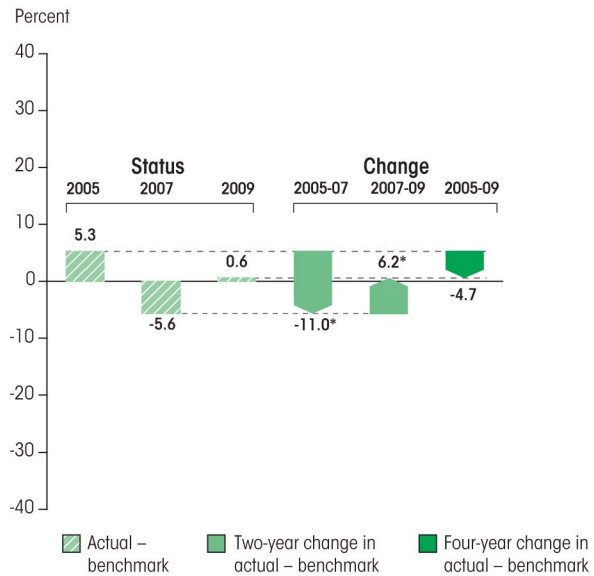
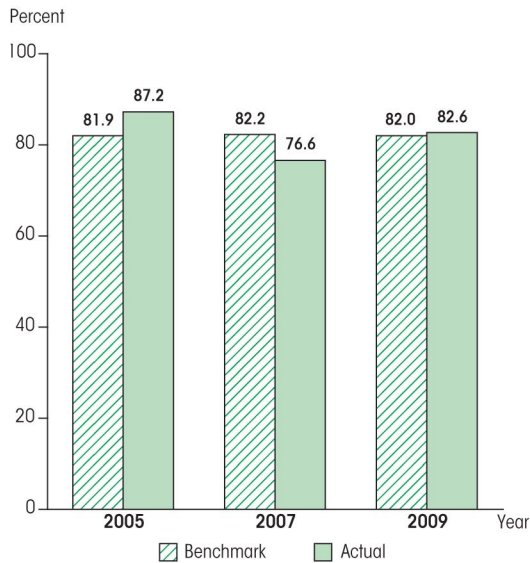
NOTE: A supporting table containing the information in this exhibit can be found at <http://nces.ed.gov/nationsreportcard/studies/inclusion/table2.asp>

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 2005, 2007, and 2009 Mathematics and Reading Assessments.

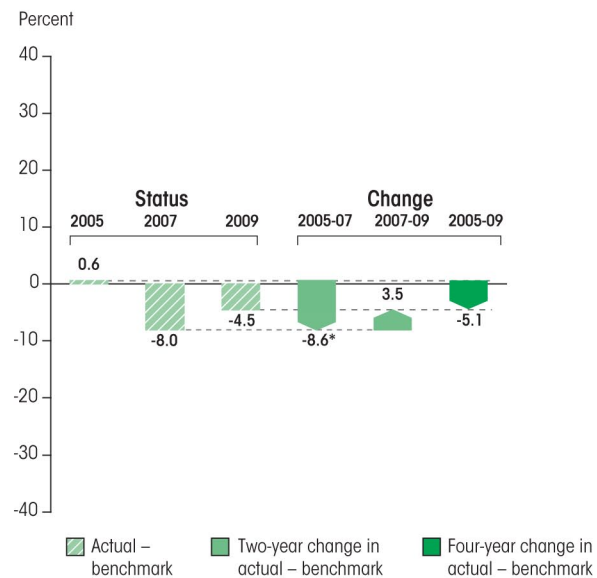
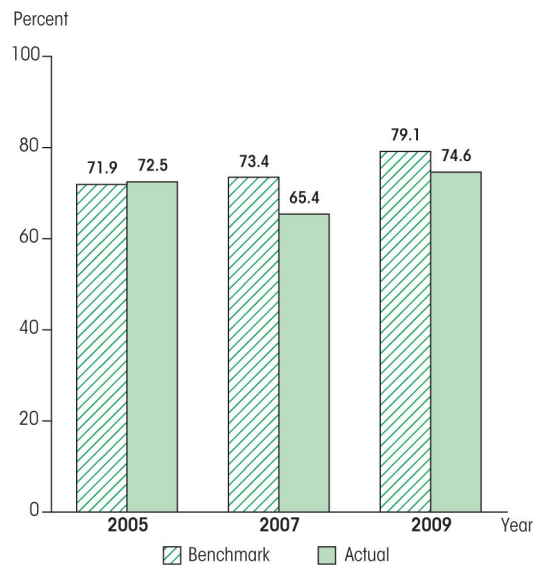
# Nation-based Approach—Mathematics Results

Figure 1. Nation-based benchmark and actual inclusion rates, status and change measures of public school students with disabilities who are not English language learners in Missouri, mathematics: 2005, 2007, and 2009

## Grade 4



## Grade 8



\* Statistically different from zero ( $p < .05$ )

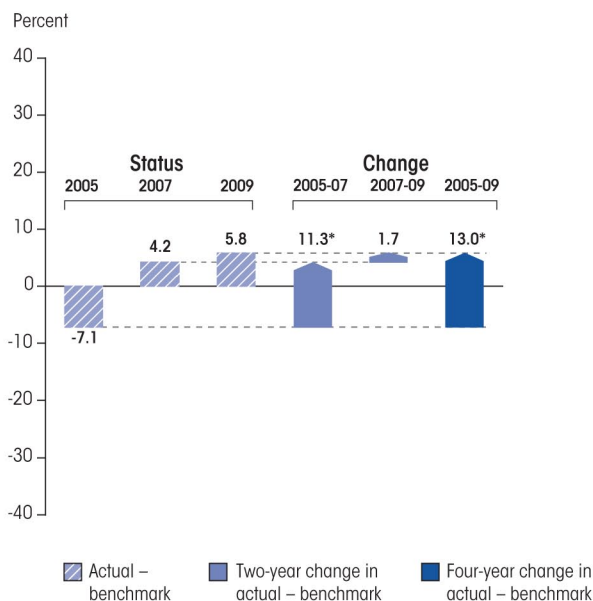
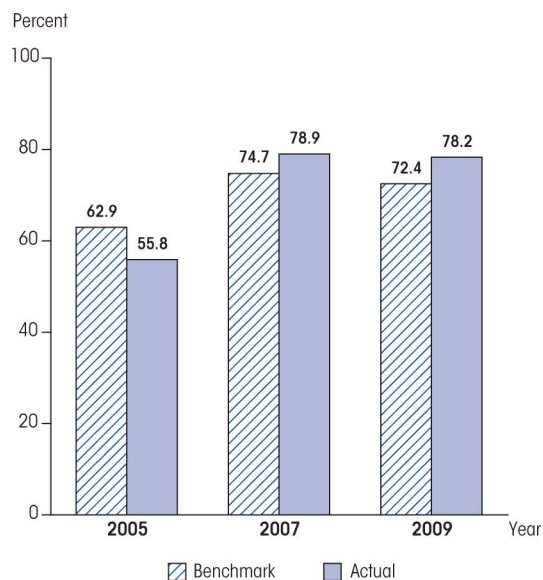
NOTE: Significance tests were performed only for the change measures. A supporting table containing the information in this exhibit can be found at <http://nces.ed.gov/nationsreportcard/studies/inclusion/table1.asp>

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 2005, 2007, and 2009 Mathematics Assessments.

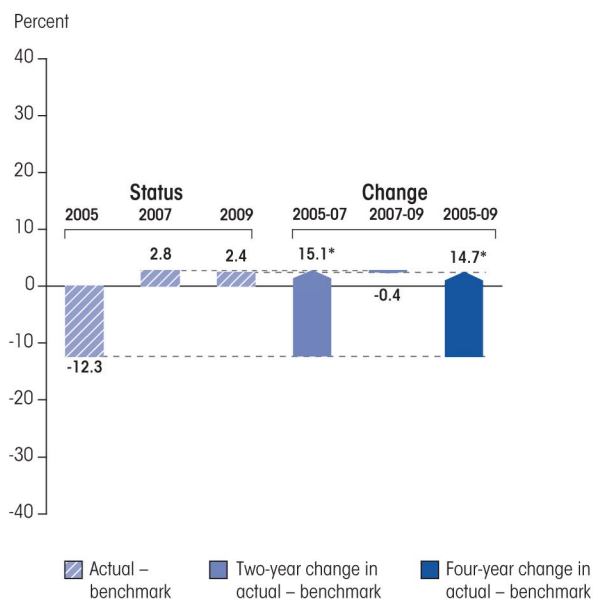
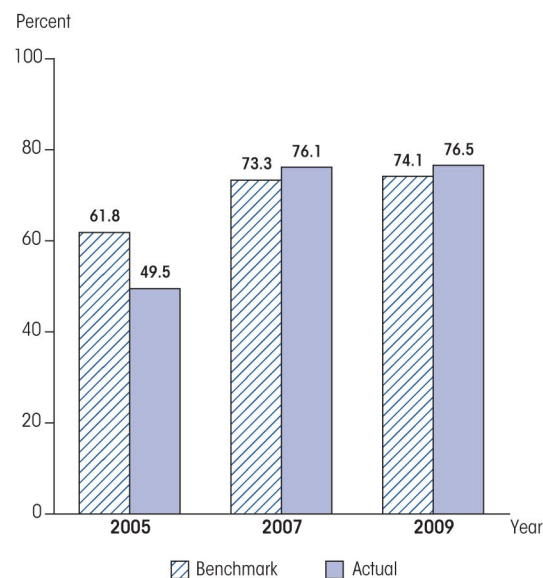
# Nation-based Approach—Reading Results

**Figure 2. Nation-based benchmark and actual inclusion rates, status and change measures of public school students with disabilities who are not English language learners in Missouri, reading: 2005, 2007, and 2009**

## Grade 4



## Grade 8



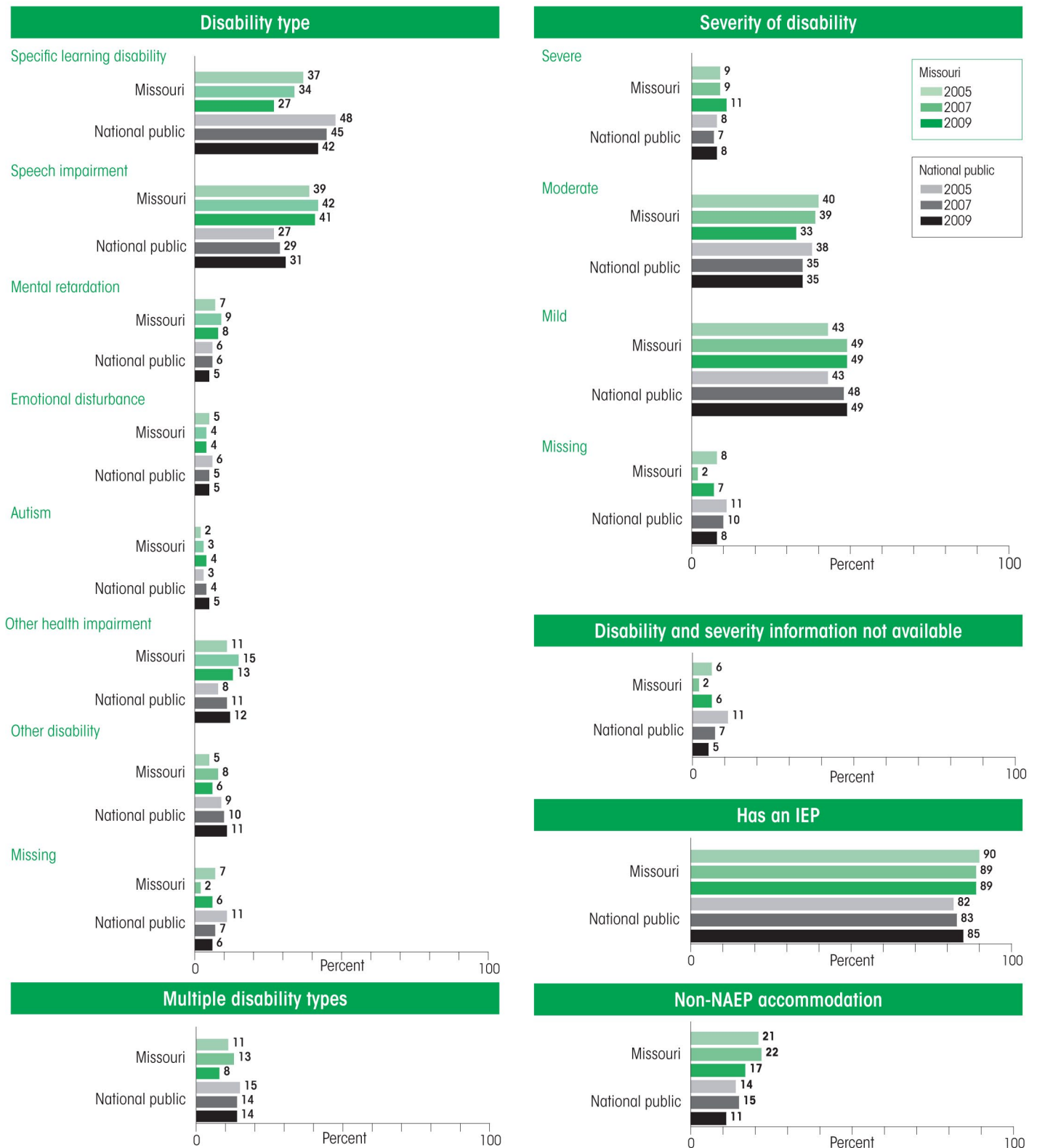
\* Statistically different from zero ( $p < .05$ )

NOTE: Significance tests were performed only for the change measures. A supporting table containing the information in this exhibit can be found at <http://nces.ed.gov/nationsreportcard/studies/inclusion/table1.asp>

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 2005, 2007, and 2009 Reading Assessments.

# Student Characteristics

**Figure 3. Percentage of public school students with disabilities who are not English language learners identified with a given characteristic in Missouri compared to those in the nation, mathematics grade 4: 2005, 2007, and 2009**



NOTE: A supporting table containing the information in this exhibit can be found at <http://nces.ed.gov/nationsreportcard/studies/inclusion/figure3.asp>

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 2005, 2007, and 2009 Mathematics Assessments.